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ABSTRACT

The focus of this report is on infusing career education content into vocational teacher education programs. It is one of seven similar reports dealing with program development in career education for teacher, counselor, and administrator preparation. (All of the reports were developed from the project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors, and Administrators," which focused on the following three aspects of preparing educational personnel for expanded and extended roles in career education: Staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and program accreditation.) This report is divided into two sections. The first section presents the results of the work done by the Vocational Education Task Force in identifying, collecting, reviewing, and organizing a body of career education information for use in the preparation of vocational teachers. The second section provides an example of a vocational teacher education course syllabus infused with career education content, along with the accompanying student performance record and teaching-learning activities for the course. The appendix contains the form used by different task forces in identifying, describing, and classifying career education elements. (TA)

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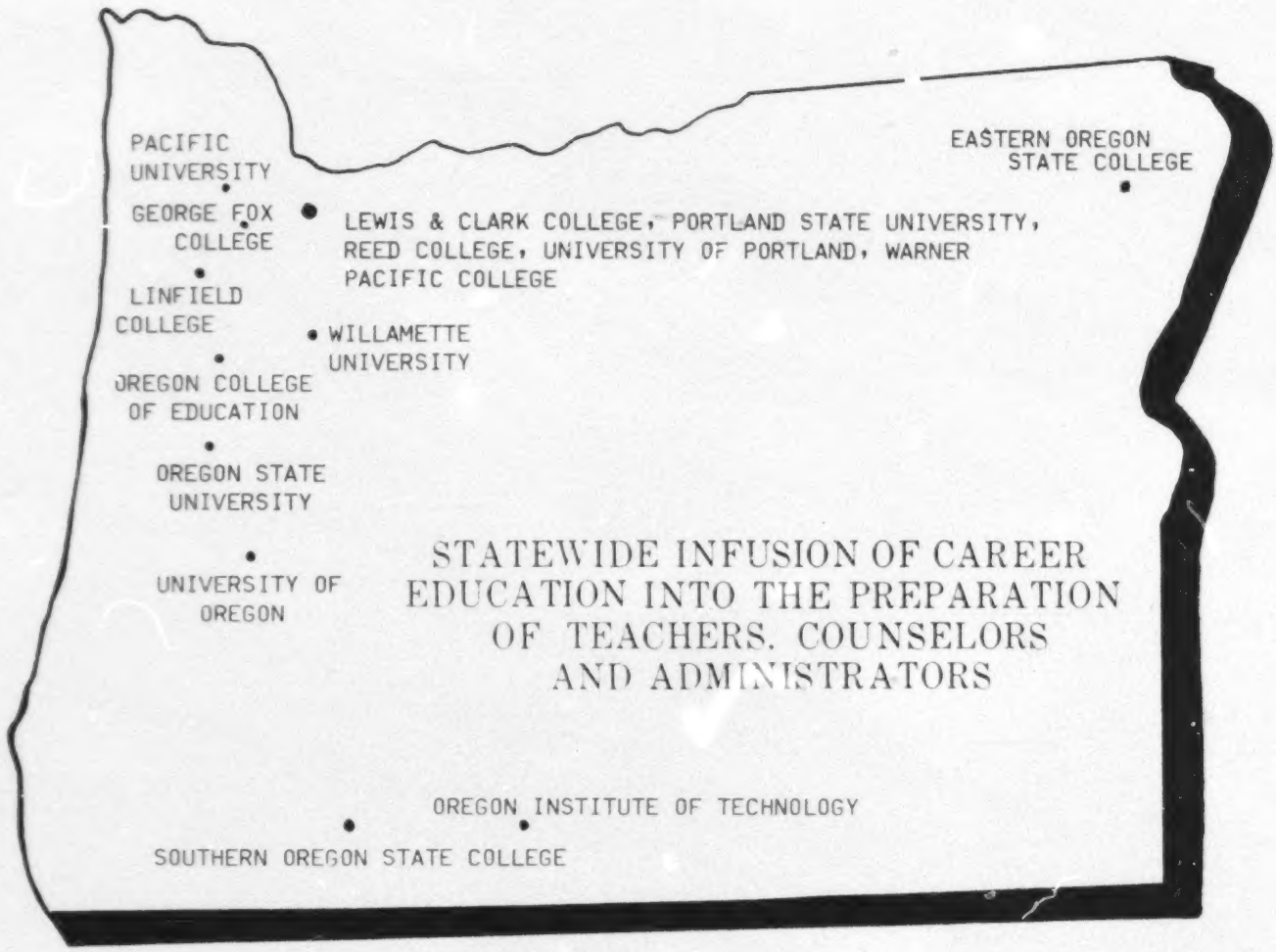
CAREER EDUCATION IN VOCATIONAL TEACHER EDUCATION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STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
3180 CENTER STREET NE
SALEM, OREGON 97301

September, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

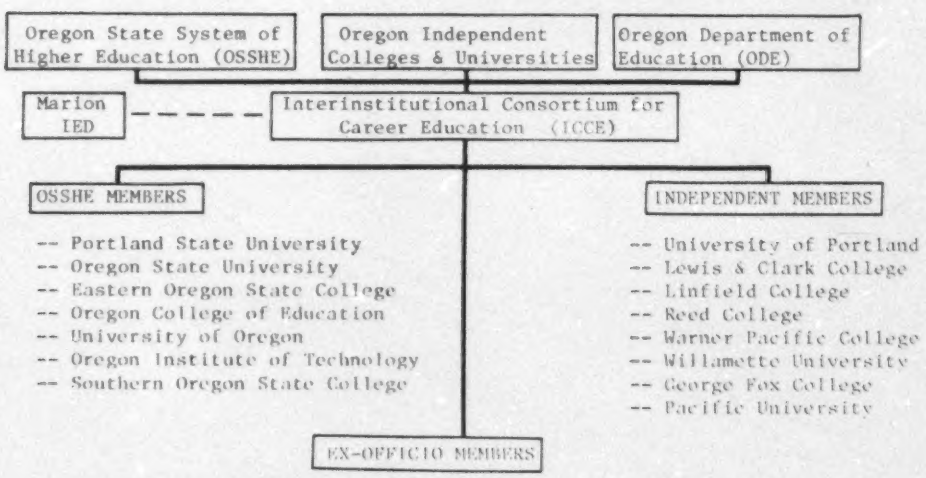
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE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-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
-- ODE/Personnel Services

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The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

PREFACE

The materials presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly supported state and federal project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive project is focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties, program development for teacher, counselor and administrator preparation, and teacher certification and program accreditation.

This document has resulted from work in the program development area and presents career education content for vocational teacher education curricula developed by the Project's Vocational Education Task Force. Also presented are the revised course syllabi which have been infused with career education elements. The course infusion work was done at Oregon State University.

This report is one of eight similar reports dealing with program development in career education for teacher, counselor and administrator preparation. The other reports address Elementary Teacher Education, Special Education Personnel, Counselor Education, Secondary Education, Career Clusters Information, Community Resources Utilization and a Conceptual Model for the Career Education Dimension of College and University Personnel Preparation Programs. Although each report is complete in itself, the user of this report may find the others supportive in meeting a particular need.

Many individuals and agencies have contributed to the work of the total project. The program development aspects, in particular, have required the collaborative support of numerous individuals. Portland State University and Dr. Allen Lee, Director of Career Education, specifically deserve much of the credit for the accomplishment in program development. PSU was the major sub-contractor to the ICCE for this work and Dr. Lee provide the leadership and direction for those activities. The original report, was prepared on behalf of the Task Force by Dr. Lorry Sedgwick edited by Dr. Allen Lee. Further editing and final formatting was done by the ICCE central office staff. Both the task force members and individual professors who infused courses deserve our sincere appreciation and thanks. Those individuals are identified in the appropriate sections of this report.

The results of this initial effort to infuse career education concepts into teacher, counselor and administrator preparation in Oregon already are impacting upon Oregon educational personnel development programs. Further testing, evaluation and course/program infusion will take place during 1976-77& 1977-78. It is hoped that this and the companion reports will facilitate that effort and also be of assistance to colleges, universities and other agencies and institutions outside Oregon who wish to undertake similar efforts.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

INTRODUCTION

The potential of any educational reform movement is highly dependent on the attitudes, skills, and understandings of the educational personnel responsible for its implementation. As such, the maximum potential for career education can only be reached if its concepts, knowledges and skills are adequately infused into inservice and preservice preparation of teachers, counselors and administrators. Although many individuals, agencies and institutions have responsibility for personnel development, the institution which must provide the primary leadership and direction are those colleges and universities which prepare educational personnel for our schools.

The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions who prepare teachers, counselors and administrators to better meet the needs of personnel preparation for career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of the personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation. The work reported in this document represents a portion of that change strategy in the area of program development. Materials included are those developed by a task force and those developed by faculty members of cooperating institutions who revised existing courses to include appropriate knowledge and skills in career education.

The conceptual design for this activity was that a group of knowledgeable people representing colleges and universities, local education institutions, the Oregon Department of Education, and the business, labor and industrial community would come together within the context of a given area of education, i.e., elementary education, and identify those concepts, student outcomes, teaching/learning activities, teaching competencies and body of information which would be important for inclusion in the preparation programs for individuals in the given area. Further, the strategy provided for colleges and universities to analyze their curricula in a given area and identify which concepts were currently being adequately covered in the preparatory programs, which concepts could be covered with slight modification of the curriculum and which concepts would have to be infused into the curriculum as new materials. Similar criteria were used for the analysis of courses at all institutions. Note Appendix I for the form used for this purpose.

Courses were then selected for revision. The criteria used by Portland State University for selecting elementary and secondary teacher education courses to infuse with elements of career education are examples of the thought that went into such decisions. These courses were selected for infusion efforts on the basis of the following criteria:

1. Courses selected represented a cross-section of the curricula areas found in public schools (Social Studies, Reading, Science, Language Arts, Physical Education).

2. Courses selected represented a cross-section of the key undergraduate experiences required for acquisition of a basic teaching certificate.

3. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree program.

4. Courses selected were taught this academic year by instructors specifically interested and committed to the infusion of career education strands into departmental course offerings.

5. Courses selected were taught by faculty recognized as key personnel who provide leadership for program development.

Infused courses were tried out with students and syllabi again revised, based upon the pilot test.

In general the preceeding strategy has been used in developing the materials included in this report and has proven a very adequate model for causing programs and course syllabi to be infused with career education concepts at the college and university level.

However, as in any developmental effort, modification of the strategy had to be made to fit the day-to-day situation. Initial plan called for the task force to have completed its report early in the academic year -- in time for that report to be distributed to the colleges and universities faculty before the infusion of the courses began. Because of the time needed for the task force to adequately fulfill its responsibility and the need to pilot test the revised syllabi during 1975-76, the infusion process began before the task force work was completed. Faculty members directly involved with course infusion were for the most part also members of a task force and therefore did have the benefit of the initial task force findings. In addition to the basic content of the task force reports, the selected bibliographies proved extremely helpful in course and program revision.

The task force chairperson played a key role in organizing the task force and in the development of the report. The chairperson was assisted in each instance by a task force coordinator who had the specific responsibility of pulling together the task forces varied activities and materials and putting them into a cohesive document for review and examination by task force members. The task forces reviewed information from a variety of sources and met periodically to discuss their findings and to suggest what should be included in the career education content of secondary teacher education programs. Before finalizing that task force report a draft prepared by the coordinator was distributed to the task force members for their comments and additional input. Additionally, the Northwest Regional

Regional Educational Laboratory was contracted to critique the material and provided an analysis of its content. The Northwest Lab provided sources of additional material which could strengthen the task force document. Subsequently, much of this material was included in the task force reports.

This reports should prove useful to college and universities desiring to include career education as a part of their vocational education program. The information from the task force can provide concepts and content to be considered. The examples of required course syllabi used to infuse this information can demonstrate a process that is possible to help accomplish an essential task.

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CAREER EDUCATION CONTENT
FOR
VOCATIONAL TEACHER EDUCATION PROGRAMS

The material included here is the result of the work done by a Task Force whose purpose was to identify, collect, review and organize a body of career education information for consideration by colleges and universities with responsibility for the preparation of vocational teachers.

TASK FORCE MEMBERSHIP

Persons from various colleges and universities, local school districts and the Oregon Department of Education served on the Vocational Teacher Education Task Force. Their contribution to the project is truly appreciated.

Dr. Wayne Courtney, Task Force Chairman
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Corvallis, Oregon

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Oregon State University
Corvallis, Oregon

Mr. John Baker
Lincoln County School District
Lincoln City, Oregon

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Ms. Priscilla Harden
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Corvallis, Oregon

Dr. Leonard Robertson
Portland State University
Portland, Oregon

Mr. Eugene Vinarski
Oregon Department of Education
Salem, Oregon

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Oregon State University
Corvallis, Oregon

CAREER EDUCATION FOR VOCATIONAL TEACHER EDUCATION PROGRAMS

The Vocational Education Task Force sought to develop instructional modules which would be relatively discrete and which could be inserted into ongoing vocational teacher education courses without necessarily requiring the total revision of an existing course or program. Since vocational education was already a well-developed, viable component within the Career Education model, the processes of a limited Career Education needs assessment within the vocational education framework seemed more appropriate than assessment of vocational education within Career Education framework. In other words, one set of relationships (vocational education within career education) was known, but the second set of relationships (career education within vocational education) was unknown.

The analysis proceeded from student outcomes to teaching-learning activities, to teacher competencies, to behavioral objectives for teacher competencies, to instructional package development. A summary of some of these activities follows:

Desired Student Outcomes

The vocational student is defined as being in grades 11-14 and adult, and presently enrolled (or seeking employment) in a vocational course. Obviously, "adult" is not a grade, and implies that the vocational teacher is prepared to carry out his/her instructional duties with people in highly diverse stages of career development. The enrolled (or intent to enroll) characteristic also implies a level or factor of career education has preceeded his contact with the vocational teacher.

This definition served as a guide in sorting both student outcomes and teacher competencies. Three documents provided the major source for student outcomes: the various Oregon Career Cluster Guides, the Elementary-Secondary Guide for Oregon Schools, and the National Assessment of Education Progress Objectives for Career and Occupational Development. The latter was especially useful for its adult-level assessment objectives.

Teaching-Learning Activities

No unique facilitating skills evolved here. Once teacher competencies were established, relative to desired student outcomes, no new teaching strategies seemed to be implied.

Teacher Competencies

Defined student outcomes were compared with two documents containing teacher competencies. One was The Application of Bloom's Cognitive Taxonomy to Selected Professional Education Competencies. This document includes a factor analysis of professional education competencies of Oregon secondary school and community college vocational and technical teachers.

The second document was Planning Resource for Career Education Personnel Development (K-12). The analysis centered on these questions:

1. Are teacher competencies inferred from student outcomes presently held by vocational teachers?

2. If they are not presently held, can they be identified in the Planning Resource for Career Education Personnel Development (K-12)?

Career Education Information for Use in Personnel Training Programs

The analysis generated two lists of competencies, one for each document. These two lists were then analyzed for common elements of association and were collapsed into eleven factors. These factors served as the basis for the behavioral objective statements and behavioral indicators which are the beginning of our instructional packages.

1. Prepare a career education program rationale for a secondary (11-12) and/or post-secondary school of 500 students or more.

   a. Include in your proposal rationale a description of the vocational education component and general education components in such a way that you identify and disciminate between the history, goals, and objectives of each of these components.

   b. Show how the goals and objectives of all three of these program components can be integrated into your career education rationale without sacrificing the integrity of their own disciplines.

   c. Show how your rationale is consistent with the sociological, economic, and psychological foundations of career education.

   d. Show how your rationale is consistent with the current evaluative research on career education.

   Specific elements to be addressed in this rationale:*

   History, philosophy, goals, and objectives of career education.

   History, philosophy, goals, and objectives of vocational education.

   History, philosophy, goals, and objectives of general education.

   The arguments for and against career education.

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* Specific items within elements; such as reports, acts, dates, people, quotations, etc.; are to be determined by the instructor, and should be listed with the elements.

The arguments for and against vocational education

The arguments for and against general education

Strategies for integrating the concepts of career education into vocational and general education

Strategies for inter-relating vocational and general education

Relevant evaluative research concerning career education effects on student attitudes, achievements, and interests.

Competencies demonstrated in this product. Ability to:

a. Interpret the history of career education

b. Interpret the goals and objectives of career education

c. Relate the career education program to other instructional programs

d. Formulate a career education rationale through identification/understanding of career education principles and career-related skills

e. Develop a knowledge of the historical, philosophical, sociological, and psychological foundations of career education concepts

f. Interpret the history of vocational education

g. Interpret the goals and objectives of vocational education

h. Relate the vocational education program to other instructional programs

i. Evaluate career education as an integral part of education.

2. Develop a program plan to be presented to a local school board (secondary 11-12 and/or post-secondary 13-14) for the initiation and maintenance of a career education program with a vocational component into a school of 1,000 or more.

a. The plan should be developed for the vocational area and career cluster areas into which you are preparing to enter as a teacher.

b. Specify the program goals and terminal student objectives for the program.

c. Isolate the career awareness, exploratory preparation, and specialization goals, as well as vocational goals and show how these will be facilitated, and how they will be interrelated if this is appropriate.

d. Describe program initiating functions and how they would be carried out.

e. Describe program maintenance functions and how they would be carried out.

f. Describe staffing, equipment and material requirements.

Note: Budgeting and cost effective programming is not required. Facility design requirements are not required.

Specific elements to be addressed in this plan:*

Methods of manpower projection, recruitment, selection to be used in vocational programming.

Identification and discrimination of vocational education goals and career education goals.

Professional requirements necessary to carry out career education and vocational education functions.

Relationship between program goals and student terminal objectives.

Relationship between vocational and career education competencies for vocational students.

Public relations activities, student club activities, vocational funding requirements.

The use of advisory committees.

Competencies demonstrated in this product:

a. Develop career education goals for a local school system.

b. Revise existing instructional programs such that career education goals and objectives are specified for grade levels 11-14.

c. Assist (community college/secondary school) administrators to initiate and maintain career education and vocational education programs.

3. Develop a plan for a cooperative work experience program for a secondary school of between four hundred and one thousand students.

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* Specific items within elements; such as state requirements, cluster designs, people, acts, quotations, etc.; are to be determined by the instructor and should be listed with the elements.

a. Your plan shall include initiating, maintaining, and staffing functions to meet the goals of both Career Education (awareness, exploration, preparation) and vocational education (job entry).

b. Include in your plan specific descriptions of how you will organize, plan, and carry out specific related, general related, and Career Education instruction.

Specific elements to be addressed in this plan:*

School scheduling

Advisory committees

Paid work, volunteer work

Training plans

Federal and state reimbursement for vocational education

Work stations supervision, coordination

Child labor laws and exemptions

Worker compensation, social security, minimum wage, OSHA, unemployment compensation laws

Labor relations.

Competencies demonstrated in this product:

a. Plan/implement career-related observation, participation and on-the-job study learning experiences.

b. Plan-organize/schedule school and work experiences, which are consistent with programs of the school and the employer, to meet the needs of the student-employee, the school and the employer.

c. Secure on-the-job training positions for students.

d. Coordinate and supervise work experience programs.

4. In a "micro-teaching" or practicum setting, involving individual students and small groups of students (up to six), demonstrate your ability to adequately use individual and group interpersonal counseling

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* Specific items within elements; such as state laws, levels of funding, and labor conditions, should be determined by the instructor and included with a list of elements.

techniques to help students to solve their problems which are concerned with the interests, abilities, values, needs which are related to career awareness, exploration, and preparation.

One product of this experience (for the student) will be a plan, developed by him/her to carry out further valuing and self-awareness experience which pertains to career awareness/exploration.

Individual counseling skills to be employed should include:*

Adequate performance will be assessed on the following:

Were the skills used appropriate to the task?

Frequency of aha! phenomenon.

Although problem closure is not necessarily anticipated, the student must show, through verbal or non-verbal behavior, that he/she is clarifying, identifying, or solving his/her problem.

Congruence of probable problem solution direction with reality. The devout Jewish girl encouraged toward the Catholic priesthood is probably not moving toward a congruent solution.

Competencies demonstrated in this activity:

a. Develop human relations skills and group counseling techniques to assist students with self-awareness/career exploration.

b. Develop-demonstrate the methods and skills to assist students in assessing their interests, abilities, values, and needs.

c. Use counseling techniques to help students solve personal and avoid vocational/career education problems.

d. Develop self-awareness experiences through which students can determine the assistance/resources needed to meet their career goals.

e. Design, implement valuing experiences which pertain to career education concepts.

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* Case studies will be developed by the instructor and specific Career Education resources; androgylus precepts and theory of development precepts should be specified by the instructor.

5. Demonstrate your understanding of the significance of the difference in interest, experience, and learning style between vocational students who are of high school age and those who are in mid-career transition (30-45 years old) by developing an individual plan of instruction for each of the following pairs of case studies. In each case, assume that the student is enrolled in your cluster-vocational specialty.

   For each case study, show that you can do the following:*

   Locate appropriate mental tests to aid in career selection.

   Locate career information materials appropriate for each person.

   Develop a list of goals appropriate for each person.

   Develop a list of possible activities for each person, which is consistent with the goals and developmental level of person for which they are developed.

   Explain why materials/goals/technical activities selected are appropriate to the developmental level of the person you have selected them for.

   Competencies demonstrated in this product:

   a. Inform students of the nature and requirements of specific occupations.

   b. Locate available standardized tests.

   c. Identifying general and specific Career Education goals based on career development concepts appropriate to child growth and development.

   d. Develop learning activities which infuse/integrate career awareness, career exploration, career preparation concepts into appropriate developmental levels of a curriculum.

   e. Compare/evaluate various self-evaluation assessment instruments for use in Career Education.

6. Design an instructional package to meet the following student objectives.

   At the end of this instruction, you will be able to do the following:

   a. Prepare a paper (four pages or less) describing how cultural influences have effected the career choice of people occupied

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* Case studies will be developed by the instructor and specific Career Education resources; androgylus precepts and theory of development precepts should be specified by the instructor.

in the career you are preparing for. Information from at least two interviews should be included.

b. Prepare a paper (four pages or less) based on observations, reading, and interviews describing the lifestyle of people occupied in the career you are preparing for and analyze these lifestyles in terms of your own likes and dislikes.

c. Prepare a paper (four pages or less) comparing the factors associated with career choice in your area of interest (based on available literature) with data obtained from interviews with people who are occupied in this career area.

d. Prepare a brief paper (four pages or less) which describes the various occupations within the career cluster of your interest. Explain how these occupations may vary with changes in the manpower market.

The instructional package which you prepare shall include all relevant information or specific references to information* which the student will need to carry out the objectives of the package. The content area for this package shall be drawn from the cluster/vocational area for which you are preparing. You may use any defined age level appropriate to your area.

Specific elements to be incorporated into the package:

a. Factors influencing career choice.

b. Life styles associated with careers and their relevance to the student's perception of himself.

c. Cultural influences effecting career choice and how these relate to the student's perception of himself.

d. The association of occupations within a career cluster.

e. Manpower forecasting.

Competencies demonstrated in this product:

a. Develop curricula that includes the self-analysis/self-evaluation process in career awareness, career exploration, and career preparation.

b. Plan/implement learning experiences which are integrated with respect to education, careers, culture, home, family, and lifestyle.

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* Resources to be used will be determined by instructor.

c. Identify the factors which influence career choice.

d. Develop units of instruction involving basic information about world of work.

7. Based upon actual review of material and/or a review of publishers' advertisements and/or interviews with people who have used or know of the materials*, develop a list of materials (books, pamphlets, tapes, filmstrips, etc.) to become a career resource center for students in your cluster/vocational area.

   The list of material should include, for each item, a description of the material (what it is), cost, source and a description of what the content is, such as on abstracts taken from advertising brochure.

   Competencies demonstrated in this product:

   Gather/develop/utilize/disseminate career-oriented resource materials (books, pamphlets, tapes, filmstrips, etc.) for use by students, teachers, and community persons.

8. Select two equally-appropriate, self-evaluation instruments from available instruments** which are appropriate for evaluation in your cluster/vocational area.

   Administer, score, and interpret these two instruments for two peer students.

   The written interpretation should be developed as though the students were considering enrolling in course work in your cluster/vocational area.

   Choose instruments appropriate for the age of the student.

   Compare the data resulting from the two instruments.

   Administration, scoring, and interpretation must be shown to be in strict accord with the instrument protocol.

   Competency demonstrated by this project:

   Administer, score, and interpret various self-evaluation instruments appropriate for use in career education.

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* Resources to be specified by the instructor.

** Sources and guidelines for appropriateness to be specified by instructor.

9. Using available resources*, develop a resource list of educational programs which a student could enter beyond the secondary school and community college level to further education in the career area in which you will be teaching.

   This list should include local, state, and national institutions which are public, private, governmental, and industrial.

   Indicate location, characteristics of program, cost(if any), residence or employment requirements, size of organization (if relevant). For example, the students graduating from an electronics program in the high school could gain further education at several community colleges and universities. They could also obtain further education in industry (which ones?), in the military, in civil service, etc.

   Competency demonstrated in this product:

   > Aid students in entering educational or occupational training programs beyond the community college (secondary school) level.

10. Survey the guidance and counseling service available at a high school or community college.

    a. Determine what selection and screening procedures are legal in the school; i.e., can grade point average be used? Reading ability? Course prerequisites?

    b. Develop a brief list of major student behaviors which you might expect to notice which would indicate that the student is likely to have persistent difficulty in being successful in your cluster/vocational area; i.e., poor reading ability in an electronics cluster, fear of heights in building trades, allergy to pollen in forest occupations, evidence of drug addiction or abuse, evidence of disinterest in program.

    Using these three resources, develop a plan for a joint (teacher-guidance/counseling department) program of student screening, selection, and remediation in your cluster/vocational area.

    This plan should include such elements as:

    > Screening procedures specific to your area which are likely to be legal and valid.
    >
    > Selection criteria which are likely to be both legal and valid.
    >
    > Remediation capabilities which are, or should be, available.

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* Resources to be specified by instructor.

Guidance and counseling capabilities which are, or should be, available.

Referral procedures to guidance, counseling, remediation services within the school.

Competencies demonstrated by this product:

a. Identify students in need of counseling or guidance.

b. Screen and select students for your program.

c. Make use of available guidance and counseling services within the community college/secondary school.

11. Visit public and private employment agencies, personnel departments, and employees of organizations who hire people trained in your cluster/vocational area.

With information gained from this source, develop a plan for assisting students in securing job placement after they graduate from your program.

Competency demonstrated by this product:

Aid students in obtaining job placement after training.

INFUSION OF CAREER EDUCATION INTO VOCATIONAL TEACHER EDUCATION

This section incluses a vocational teacher education syllabus infused with career education content based partially upon materials from the first section of this document.

ACKNOWLEDGEMENTS

Those individuals specifically responsible to revise and pilot test the following course syllabus were:

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INFUSION OF CAREER EDUCATION
INTO VOCATIONAL TEACHER EDUCATION

Oregon State University participated in the effort to infuse a course which prepares vocational teachers with career education. The syllabus which follows is offered as a preliminary guide to others who might wish to replicate this undertaking.

IED 420:
Industrial Education
Organization and
Management

Prepared by: Lorry Sedgwick

Catalog Description: Identification of goals and objectives, course organizational procedures, management strategies, and physical setting for the fully-functioning laboratory environment.

Scope of the Course: This is a professional course intended to continue teacher preparation started in Ed 408e, Special Secondary Methods. You will specify goals and objectives; structure a course; create instructional units; develop lesson plans; develop a record and filing system; provide for control of pupil behavior; devise a safety program; manage materials and facilities; and procure supplies, tools and equipment.

Course Goals: The student will:

1. Demonstrate understanding of how industrial education can help fulfill the needs of the individual and society.
2. Demonstrate understanding of the total educational planning process.
3. Demonstrate ability to use career slusters as a basis for organizing industrial education programs.
4. Demonstrate ability to use technology as a source of the body of knowledge for industrial education.
5. Demonstrate ability to use industry as a source of the body of knowledge for industrial education.
6. DEMONSTRATE ABILITY TO ORGANIZE COOPERATIVE WORK EXPERIENCE PROGRAMS.
7. Demonstrate ability to organize individual instruction plans.
8. Demonstrate ability to organize pupil information.
9. Demonstrate ability to organize pupil activity.
10. DEMONSTRATE AVILITY TO ORGANIZE CAREER INFORMATION FOR A VOCATIONAL OR CLUSTER AREA.
11. Demonstrate ability to organize materials and facilities.

TEXTBOOK:

Kenneke. Planning and Organizing Career Curricula. Indianpolis; Sams, Inc.; 1973; 432 pages.

EVALUATION:

Evaluation will be based on completion of the following:

1.	25 points	Goal 1	Needs and Direction
2.	5 points	Goal 2	Planning Programs
3.	25 points		Check Test #1
4.	10 points	Goal 3	Career Clusters
5.	10 points	Goal 4	Technology and Industrial Education
6.	10 points	Goal 5	Industry and Industrial Education
7.	50 points	Goal 6	Cooperative Work Experience Programs
8.	20 points	Goal 7	Preparing Individual Instructional Plans
9.	25 points		Check Test #2
10.	10 points	Goal 8	Organizing Pupil Information
11.	10 points	Goal 9	Organizing Pupil Activity
12.	10 points	Goal 10	Organizing Career Education Information
13.	10 points	Goal 11	Organizing Materials and Facilities
14.	25 points		Check Test #3
15.	25 points		Class Participation and Attendance

270 Total Possible Points

COMPUTATION OF GRADE SCALE:

1. Total number of points for maximum achievement: 270.
2. Score for minimum achievement: 135 (50 percent of maximum).
3. 270 minus 135 equals 135 points to be distributed for A,B,C,D.

4. 10 per cent of 135 points equals 13 points.
   20 per cent of 135 points equals 27 points.
   50 per cent of 135 points equals 67 points.
   20 per cent of 135 points equals 27 points.

5. 257 to 270 = A
   230 to 256 = B
   163 to 229 = C
   136 to 162 = D
   Below 136 = F

STUDENT PERFORMANCE RECORD
OF

_____
Your Name

For
IEd 420, Organization and Management of Industrial Education

DIRECTIONS

Use the sheet as a record of your performance. Keep it up-to-date and bring it to class with you each day.

Due Dates	Possible Points	Earned Points	Goal #	Items to be Evaluated
_____	25	_____	1	Identifying Needs and Direction
_____	5	_____	2	Planning Programs
_____	25	_____		Check Test #1
_____	10	_____	3	Career Clusters
_____	10	_____	4	Technology and Industrial Education
_____	10	_____	5	Industry and Industrial Education
_____	50	_____	6	ORGANIZING COOPERATIVE WORK EXPERIENCE PROGRAMS
_____	20	_____	7	Organizing Individual Teaching Plans
_____	25	_____		Check Test #2
_____	10	_____	8	Organizing Pupil Information
_____	10	_____	9	Organizing Pupil Activity
_____	10	_____	10	ORGANIZING A CAREER INFORMATION CENTER
_____	10	_____	11	Organizing Materials and Facilities
_____	25	_____		Check Test #3
_____	25	_____		Class Participation, Attendance, Attitude, Etc.
	270	_____		Total Earned Points

Teaching-Learning Activities for IED 420

1. Develop a plan for a cooperative work experience program for a secondary school of between 400 and 1,000 students.

(1.) Your plan shall include initiating, maintenance, and staffing functions to meet the goals of both career education (awareness, exploration, preparation) and vocational education (job entry)
(2.) Include in your plan specific descriptions of how you will organize, plan, and carry out specific related, general related, and career education instruction.

Specific elements to be addressed in this plan:*

School Scheduling.
Advisory committees.
Paid work, volunteer work.
Training plans.
Federal and state reimbursement for vocational education.
Work stations supervision, coordination.
Child labor laws and exemptions.
Worker compensation, social security, minimum wage, OSHA, unemployment compensation laws.
Labor relations.

Competencies demonstrated in this product.

(1.) Plan/implement career-related observation, participation, and on-the-job study learning experiences.
(2.) Plan/organize/schedule school and work experiences, which are consistent with programs of the school and the employer, to meet the needs of the student-employee, the school, and the employer.
(3.) Secure on-the-job training positions for students.
(4.) Coordinate and supervise work experience programs.

You should be aware that I have set a neat problem for you here. By specifying a school population of 400-1,000, I have placed the size at a point where the decision to go with a diversified coop program, work experience program, or specific coop program, or a combination of programs is <u>not</u> an easy one. Now, I didn't do that just to be nasty (though you might disagree), I did it to force you to deal with the alternatives and then decide which way you will go.

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* Specific items within elements; such as state laws, levels of funding, and labor conditions; should be determined by the instructor and included with the list of elements.

There is no real right or wrong program for this problem. The decisions are appropriate or inappropriate, depending on how you set up the parameters for the school population. For example:

Rural school, urban, suburban?
What percentage complete high school?
What is the compulsory school attendance age?
What percentage go to college? Succeed?
What is the status of the existing career education program?
What is the nature of the community? Heavy industry, light industry, retail, bedroom community, blue collar, professional, etc.?

Once you have established the nature of the school/community situation, you can then start to rationale for decisions about the nature of the coop program you will design.

The following resources will be useful to you while you develop your program. The numbers next to them are call numbers for the Vocational Education Learning Resource Center.

Resources

3000.1 Cooperative Work Experience Coordinator's Manual. Oregon Board of Education; "The Oregon Way"; adopted from "The California Way". Good source.

3010.1 Work Experience--Occuaptional Education.
This describes a program at Lebanon Union High School, Lebanon, Oregon. It describes a rather broad scope program from the standpoint of a neutral coordinator. Useful reference.

3020.1 What Teacher-Coordinator Should Know About Cooperative Vocational Education; ERIC Clearinghouse on Vocational and Technical Education.

3020.2 What School Administration Should Know About Cooperative Vocational Education; ERIC Clearinghouse on Vocational and Technical Education
Both are thin, easy-reading, with very good bibliographies; good place to start for orientation.

3110 Occupational Training Plans for Use in Cooperative Programs, Clatsop Community IEA.

3001.2 Strategies for Implementin g Work Experience Programs. McKnight and McKnight. Good planning book; good coverage of legal problems. I would suggest you use this one when you start to put your plan together. Keep the Oregon Guide handy for special Oregon modification.

2. Demonstrate your understanding of the significance of the difference in interest, experience, and learning style between vocational students who are of high school age and those who are in mid-career transition (30-45 years old) by developing an individual plan of instruction for each of the following pairs of case studies. In each case, assume that the student is enrolled in your cluster/vocational specialty.

   For each case study, show that you can do the following:*

   Locate appropriate mental tests to aid in career selction.
   Locate career information materials appropriate for each person.
   Develop a list of goals appropriate for eac h person.
   Develop a list of possible activities for each person, which is consistent with the goals and developmental level of the person for which they were developed.
   Explain why material/goals/technical activities selected are appropriate to the developmental level of the person you have selected them for.

   Competencies demonstrated in this product:

   (1.) Inform students of the nature and requirements of specific occupations.
   (2.) Locate available standardized tests.
   (3.) Identifying general and specific career education goals based on career development concepts appropriate to child growth and development.
   (4.) Develop learning activities which infuse/integrate career awareness, career exploration, career preparation concepts into appropriate developmental levels of a curriculum.
   (5.) Compare/evaluate various self-evaluation assessment instruments for use in career education.

   One of the problems (and much of the fun) of being a vocational teacher is that your students come in such interesting varieties of age, experience, interests, abilities, etc.

   In any given class, you may have something like the following mixture:

   (1.) A high school dropout, 22-years old, with four years of miscellaneous work experience trying to learn enough to get a stable job (male).
   (2.) A retired supply sergeant (20-year man) who wants to go into business for himself.
   (3.) A high school graduate with no work experience, male and female.
   (4.) A mother of four whose children are now in high school who wants to go to work to bring in some extra money.

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* Case studies will be developed by the instructor and specific career education resources; androgenous precepts and theory of development precepts should be specified by the instructor.

(5.) A mother of three children just starting school, husband killed in an industrial accident, who is now on relief and desparately wants to get a job to get off relief.

All teachers expect to find individual differences among their students--vocational teachers expect whopping big differences, and you will get them by the bushel.

The purpose of this activity is to provide you with a simulation of experience you may encounter.

All of the resources listed are available in the Vocational-Technical Education Learning Resource Center. If they do not have call numbers, ask about their location.

Adult Learning Characteristics.
ERIC Clearinghouse on Adult Education
Syracuse University
Syracuse, New York

Career Guidance (draft copy, 1975).
Career Education Personnel Development Center
Burr Fancher, Linn-Benton IED, Project Director

Professional Vocational Teacher Education Module #F3.
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Tape FS Combination
Making the Most of your Talents
Guidance Associates

Career Values: What Really Matters to You?
Guidance Associates

Jobs and Genders
Guidance Associates

3. Based upon actual review of material and/or a review of publishers' advertisements and/or interviews with people who have used or know of the materials*, develop a list of materials (books, pamphlets, tapes, filmstrips, etc.) to become a career resource center for students in your cluster/vocational area.

   The lists of material shouldinclude, for each item, a description of the material (what it is), cost, source, and description of what the content is, such as on abstracts taken from advertising brochure.

Competencies demonstrated in this product:

Gather/develop/utilize/disseminate career-oriented resource materials (books, pamphlets, tapes, filmstrips, etc.) for use by students, teachers, and community persons.

Many students, both youth and adult, who show up in your vocational course have only a limited understanding of the potential of the vocation they have chosen.

For example, the student who is (at the moment) interested in becoming a chef and relates this desire to his knowledge of the local restaurants may not be aware of the potential of this job for areas such as private clubs, cruise ships, charter boats, resorts, hotel management, restaurant management, private and public recreational facilities, etc.

If anyone is to provide the student with this information, it will probably be the vocational teacher, since he/she is the one closest to this field.

Thus, it is the purpose of this activity to provide you an opportunity to review and identify appropriate materials for a career resource center for your coational/cluster area. The resources listed here are available in the Vocational-Technical Education Learning Resources Center, and should provide you with a good starting point.

Career Information Center (draft copy).
Burr Fancher, Project Director, Linn-Benton IED
Career Education Personnel Development Center

Instructional Resource Catalogs, 2700.1-2700.99.

Career Cluster Guides.

APPENDIX

APPENDIX I

Suggested Format and Criteria for Identifying, Describing and Classifying Career Education Elements Existing in Current Class Offerings

I. General Description of Course:

A. Number _____

B. Title _____

C. Credits _____ Graduate _____ Undergraduate _____

D. Usual Instructor(s) _____

E. Is this a required course? Yes ___ No ____
If you checked "Yes", for whom? _____

F. Which Term(s) is this course offered? Fall ___ Winter ___ Spring ___

G. Specific Purpose and Catalog Description: _____

_____

_____

_____

_____

_____

_____

H. How extensive is the Career Education content of this course?

check one: 1. Very Extensive _____

2. Quite a bit _____

3. A little _____

4. Very little _____

5. Don't know _____

If you checked "Very little" or "Don't know", you may find it desirable to skip to III.

CE 009 305

II. List and briefly describe each element or unit of content (already existing within this course) which is judged (by the undersigned reviewer) to constitute an element, facet or dimension of Career Education. Do this by completing and attaching hereafter the following description and checklist (use one page for each element or unit of Career Education which you are able to identify as existing within the course under review): complete one of the following page for <u>each</u> Career Education unit or element identified in this course:

A. Briefly describe in your own words the nature of the Career Education element: _____

_____

B. Is this a discrete (separate) element of instruction within the course or it is blended with or incidentaal to other elements?

Check one: Discrete_____ Blended _____

C. In terms of clock hours of class time, what is the approximate size of this Career Education element or unit: Clock hours: ____

D. To which of the following Life Roles would you classify the Career Education content of this course?

Check One: 1. Leisure _____

2. Family _____

3. Citizen _____

4. Producer _____

5. Other (describe) _____

III. In your judgemnt, should Career Education content (philosophy, concepts, methods, practice) be added to this course?

Check one: 1. Yes _____

2. No _____

3. No Opinion _____

IV. If you checked "Yes" under item III (above), describe the Career Education content which might appropriately be added and what other content should be eliminated to make room for it:

V. Comments, Suggestions and/or Recommendations: